

Cerro Coso College

# Course Outline of Record Report

05/08/2020

## SPANC171 : Intermediate Conversational Spanish

### General Information

Author (s):	<ul style="list-style-type: none"> <li>Lucila Gonzalez-Cirre</li> <li>Enns, Gary</li> <li>Vasquez, Laura</li> </ul>
Course Code (CB01) (CB01) :	SPANC171
Course Title (CB02) (CB02) :	Intermediate Conversational Spanish
Department:	English
Proposal Start:	Fall 2020
TOP Code (CB03) :	(1105.00) Spanish
SAM Code (CB09) (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) (CB00) :	CCC000172232
Curriculum Committee Approval Date:	12/06/2019
Board of Trustees Approval Date:	03/12/2020
External Review Approval Date:	03/12/2020
Course Description:	<p>This course improves the students' ability to communicate in Spanish through vocabulary building, reading, and classroom conversation at a mid to high-intermediate level. Through an interactive classroom approach, students have the opportunity to enhance their oral proficiency as they apply the language to a variety of situations. There is a thorough review of grammar concepts for non-native speakers at the same time as developing an appreciation for Hispanic culture as manifested in any of the Spanish-speaking countries including the USA.</p>
Submission Type:	<p>Change to Content New Course Materials Add Distance Education Mandatory Revision</p> <p>Mandatory cyclical revision of course In the course description, reference to cultural component being added Textbook Update Methods of Evaluation, methods of Instruction, and Assignments Distance Education Rigor Statement Last time the course was assessed: Spring 2011. No impacts. The class has not been offered since then. Overall Success Rate: 78%</p>

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> <li>Foreign Languages</li> </ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"> <li>Foreign Languages</li> </ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline:	No value

**Course Formerly Known As**

**Course Formerly Known As**  
No Value

**Course Development Options**

<p><b>Basic Skills Status (CB08) (CB08)</b> Course is not a basic skills course.</p> <p><input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge</p> <p><b>Rationale For Credit By Exam/Challenge</b> No value</p>	<p><b>Course Special Class Status (CB13) (CB13)</b> Course is not a special class.</p> <p><b>Allowed Number of Retakes</b> 0</p> <p><b>Retake Policy Description</b> Type: Non-Repeatable Credit</p>	<p><b>Grade Options</b></p> <ul style="list-style-type: none"> <li>• Letter Grade methods</li> <li>• Pass/No Pass</li> </ul> <p><b>Course Prior to College Level (CB21)</b> Not applicable.</p> <p><input checked="" type="checkbox"/> Allow Students To Audit Course</p>
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**Associated Programs**

Course is part of a program (CB24)

Associated Program	Award Type
CC Liberal Arts: Arts & Humanities	A.A. Degree Major
CSU General Education (CSU GE Breadth)	CSU General Education (CSU GE Breadth)
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Intersegmental General Education Transfer Curriculum Certificate of Achievement
Liberal Arts: Arts & Humanities Associate in Arts Degree	Liberal Arts: Arts & Humanities Associate in Arts Degree

**Transferability & Gen. Ed. Options**

<b>Transferability</b>	<b>Transferability Status</b>
Transferable to both UC and CSU	Approved

Cerro Coso General Education Requirements	Categories	Transferability Status	Comparable Course
Area 3.6	Humanities Foreign Language	Pending	No Comparable Course defined.
CSU General Education Certification	Categories	Transferability Status	Comparable Course
Area C.2	Arts & Humanities Humanities	Pending	No Comparable Course defined.
Intersegmental General Education Transfer Curriculum	Categories	Transferability Status	Comparable Course
Area 6	Language other than English	Pending	No Comparable Course defined.

### Units and Hours

#### Summary

<b>Minimum Credit Units (CB07) (CB07)</b>	3	<b>Total Course In-Class (Contact) Hours</b>	54	<b>Total Student Learning Hours</b>	162
<b>Maximum Credit Units (CB06) (CB06)</b>	3	<b>Total Course Out-of-Class Hours</b>	108	<b>Faculty Load</b>	-

#### Credit / Non-Credit Options

<b>Course Credit Status (CB04) (CB04)</b>	Credit - Degree Applicable	<b>Course Non Credit Category (CB22) (CB22)</b>	Credit Course.	<b>Non-Credit Characteristics</b>	No value
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<b>Course Classification Code (CB11) (CB11)</b>	Credit Course.	<b>Funding Agency Category (CB23) (CB23)</b>	Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10) (CB10)
<input type="checkbox"/> Variable Credit Course				

#### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Lab Hours	-	-
Activity Hours	-	-

#### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Lab	-
Activity	-
<b>Total</b>	54

<b>Course Out-Of-Class Hours</b>	
Lecture	108
Lab	-
Activity	-
<b>Total</b>	<b>108</b>

**Time Commitment Notes for Students**  
 No value

**Faculty Load**  
 Extra Duty: - Faculty Load: -

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

**Requisites**

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**Advisory**  
 SPANC102 - Elementary Spanish II

Since much of a language class is based on learning grammatical structures in order to acquire good foreign language skills, it is recommended that students complete at least SPAN C102 before entering SPAN C171. Students who have successfully completed SPAN C102 are very likely to have sufficient proficiency and linguistic aptitude to proceed to a more advanced level, like SPAN C171.

Spanish 102 provides students the ability to:

Recognize the main verb tenses in Spanish; identify the main parts of speech in Spanish including how they function in relation to English (similarities and differences); have an understanding of many of the areas where Spanish is different from English in its structure such as, gendered nouns and gender and number agreement with articles, nouns and adjectives, two verbs which mean to be (ser and estar), and idiomatic expressions in common use (the verb tener used for age, hunger, etc.); have practice in the five main areas of language learning: speaking, listening comprehension, reading, writing, culture.

**Entrance Skills**

Skill	Content Review
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No value	No value
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Limitations on Enrollment	
Limitation	Provide Rationale
No value	No value

Specifications	
Methods of Instruction	Methods of Instruction Rationale
Other	<p>Digital materials such as color coordinated flash-cards to present vocabulary and verb tenses.</p> <p>Speech Recognition that analyzes student utterances in real-time and objectively determines whether a student knows the word. Instructor provides interactive feedback that helps student reflect on their language patterns and increases their awareness of pronunciation.</p>
Lecture	<p>Grammar concepts are presented through digital lectures. Example: The differences between simple past and imperfect tenses. In the interactive lesson's tutorials, students participate by responding either verbally or in writing to follow up questions.</p> <p>Lectures are also offered live via Zoom meetings. They are also recorded and made available in Canvas.</p>
Outside reading	<p>There are additional readings that build vocabulary, reinforce pronunciation and speaking skills, and increase fluency. We analyze specific cultural and literary extracts focusing on critical thinking, speaking, and writing skills. For example: <i>Margarita</i> Poem by Ruben Dario.</p>
Discussion	<p>A wide variety of grammar and cultural discussions: Student present their chosen topic in writing. Then, students ask and answer topic related questions via Canvas media/recording tool and in writing. For example, how to use diminutives and augmentatives, and how they can add emotional emphasis: A father addressing his children as <i>Juanito</i> or <i>Adelita</i>. Someone talking about his <i>perrito</i>.</p> <p>Students discuss different Spanish accents and the parallelism with English language. For example: Spanish spoken in Argentina is as unique as Spanish spoken in other countries, such as the Dominican Republic or Spain. English in Great Britain is as unique as English in Ireland, Scotland, the United States, Canada, Australia, New Zealand, and other English speaking countries.</p> <p>A typical grammar discussion topic in an intermediate conversational class is the use of the Subjunctive mood in Spanish.</p>
Audiovisual	<p>In a foreign language course, we rely on audiovisual-based materials: Students describe famous paintings by Pablo Picasso, El Greco, Velazquez, or Diego Rivera, using descriptive adjectives at the intermediate level.</p> <p>Scaffolded communicative activities that require students to work with lesson vocabulary,</p>

and grammar concepts.

Demonstration

Demonstration of colloquialisms, speaking speed, intonation patterns and gestures from selected textbook video clips, and literary works: The instructor will present several colloquial expressions used in most Spanish speaking countries, and some that are unique to each country. For example, when answering the phone, the standard greeting is "*Diga*" but in some countries such as México, we hear "*Bueno*" instead.

Reference to external resources such as *Duolingo* or *Quizlet* for additional practice.

Zoom virtual meetings: Synchronous meetings with students in which the instructor presents the new content, such as different varieties of Spanish. For example, how "th" sounds out in words such as "*zapato*" in Spain, but in Latin America, it has an "s" sound.

Office hours: To assist students, instructor is available via video conference, and by email, phone and instant messaging.

**Assignments**

A wide variety of assignments are used: Multiple choice, fill in the blanks, answer open ended questions, etc.

Recording exercises from the digital textbook: Individual recordings, virtual partner recordings, and partner chat recordings.

Practice learned vocabulary and grammar structures in real life situations. Example: Check-in at an airport.

Projects on a selected cultural topic such *Día de Los Muertos* and its meaning.

Reading Logs: Students make note of new vocabulary terms, their meaning, and translation into English. Students comment on their oral difficulties, such as not understanding a specific speaker, fluency, etc.

**Methods of Evaluation**

**Methods of Evaluation Rationale**

Participation

Contextualized pair and group discussions. In online, this is done through Partner Chat assignments, and/or Zoom meetings. In a face to face class, student participation is evaluated by answering instructor's questions taking part in group or in "turn to your partner" activities, going to board to write answers, etc.

Tests

Quizzes, Mid-term and a Final exam. Mid-term and Final consist of an individual oral interview of each student. Criteria for evaluation is based on oral comprehension and expression, grammatical accuracy and fluency skills. In online class, students submit online recordings (individual recordings, virtual partner chat recordings, and partner chat recordings). There are also virtual meetings with the instructor at designated dates/times to conduct assessments.

Participation

Contextualized pair and group discussions. In online, this is done through Partner Chat assignments, and/or Zoom meetings. In a face to face class, student participation is evaluated by answering instructor's questions taking part in group or in "turn to your partner" activities, going to board to write answers, etc.

Homework

Students turn in written and oral assignments via two platforms: Canvas, and *Revistas*, the publisher's digital textbook/platform. Example: Students analyze the themes, main ideas, characters and language of the literary and cultural readings.

Students need to read out loud in Spanish paying special attention to Spanish unique sounds, intonation, etc. For example, "j" vs "g" in Guanajuato, Jorge.

Other

Frequent dictations. In online classes, the digital textbook platform offers dictations via audio, allowing the student to control the speed of the recording. Later, the instructor makes use of the in-line editing tools and voice comments to provide feedback. Example: *Treinta, aeropuerto* are difficult words as students tend to mix up English "e" with Spanish "i."

Dramatization of a variety of situations. Example: currency exchange at a bank.

Uploaded assignments: In online classes, the LMS offers a content editor to assist the instructor in providing feedback and corrections to students' sentences. For example, in Canvas, the Rich content editor incorporates tools such as the point, highlight, or strikeout annotation. This allows the instructor to provide the same feedback as when grading paper submissions.

Reading Logs: Students need to read a minimum number of minutes per week, complete the form, in which they need to enter new vocabulary terms, with their definition, and English translation, along with identifying special pronunciation areas of difficulty, such as the Spanish double "r," the letter "ñ," etc. Students need to comment on the author's purpose, and note any details about cultural awareness.

Instructor provides regular written or verbal feedback in different ways, including, but not limited to grammar corrections, vocabulary building suggestions, and guidance during live classes, online discussion forums, returned graded assignments, verbal recorded comments with corrections to pronunciation and grammar, and one-one-one meetings via videoconference. The instructor provides substantive feedback to all submitted material and at least general responses to discussion posts.

Distance Education Description: how outcomes are evaluated

Outcomes for the various methods of evaluations above will be assessed in the following ways:

1. Tests and exams are assessed using tabulated scores, plus a rubric for any oral and written components
2. Written and oral homework is assessed using completion checking or a rubric
3. Participation is assessed weekly using:
  - a. a rubric focused on a set amount of substantive posts with written and oral responses to peers
  - b. a rubric focused on attendance to several video conference meetings

**Equipment**

Computer with videoconferencing capabilities built in or external headset/earbuds, microphone and web camera. These tools are necessary to complete listening, viewing and recording assignments and live sessions in online classes. They are also necessary to watch grammar tutorials, and *Cultura* clips.

**Textbooks**

Author	Title	Publisher	Date	ISBN
José A. Blanco	Revista: Conversación sin barreras (5th edition)	Vistas Higher Learning	2018	2018 978-1-68005-040-0

**Other Instructional Materials**

No Value

**Materials Fee**

No

**Learning Outcomes and Objectives****Course Objectives**

No value

**CSLOs**

Use advanced grammatical structure, vocabulary, and idiomatic expressions in communication.

Expected SLO Performance: 70.0

Communicate fluently using listening, comprehension, reading, and speaking skills to express oneself in a variety of situations at an intermediate level.

Expected SLO Performance: 70.0

Describe cultural aspects of the Spanish-speaking world.

Expected SLO Performance: 70.0

*English*

Liberal Arts: Arts &amp;

Humanities AA Degree

1. describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation. Assessment:.

**Outline****Outline****A. Grammar concepts**

1. Uses of articles
2. Personal, possessive, demonstrative, interrogative, and direct and indirect object pronouns
3. Descriptive, possessive, and demonstrative adjectives
4. Gender and number agreement
5. Differences between *por* and *para*
6. Expressions with *hace*
7. Comparatives and superlatives
8. Sayings, proverbs and idiomatic expressions

**B. Regular and irregular verb conjugations**

1. Present, present progressive, preterit, imperfect, participle, gerund, future, conditional, imperative, and subjunctive
2. *Ser* and *estar*
3. *Gustar* and similar verbs
4. *Saber* and *conocer*
5. Reflexive and reciprocal verbs

**C. Orthographic rules**

1. Different sounds and intonation patterns
2. Classification of words according to their accentuation: oxytone; paroxitone; and proparoxitone
3. Troublesome letters (s, c, z, h, g, j)
4. Homophones (bello-vello, ceso-seso)



5. Paronyms (reasumir-resumir; retratar-retractar)
6. Synonyms and antonyms

#### D. Vocabulary; cognates and their equivalent meanings

1. Prefix and suffix
2. Abbreviations; acronyms and cultural references
3. Different meanings of "to take"
4. "To get," "to raise," "to save," "to move," "to ask" and their equivalent meanings in Spanish
5. The verb tratar and its equivalent meanings in English
6. Vocabulary to describe experiences and events, dreams, hopes and ambitions, and give opinions on a variety of topical issues
7. True cognates: technology – tecnología; linguistics – lingüística, etc.
8. False cognates or faux amis: library - biblioteca but not librería (bookstore); to be constipated – estar estreñido but not estar constipado (to have a cold), etc.
9. Strategies for vocabulary retention, such as what to write and how to use flash cards; how to memorize, etc.
10. Spanglish phenomenon  
Examples: to vacuum – "carpetear;" truck – "troca"  
Literal translations: to call back – volver a llamar para atrás (para atrás is already implied in *volver a llamar*)
11. Different terminology to express the same concept  
Example: bus is autobús (Spain), camión (México), guagua (Venezuela)

#### F. Cultural context

1. Different varieties of spoken Spanish throughout Spanish-speaking countries
2. Geography, history, festivities, customs, traditions, arts, literature, folklore, institutions, etc.

## Delivery Methods

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.**

All assignments in distance education courses (Online, Hybrid and ITV) are of the same rigor as those in the on-ground course, except that students in entirely online sections will submit all of their assignments virtually within our LMS and the publisher's platform. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including but not limited to video tutorials, supplemental lectures, and reference to external online grammar and Hispanic resources. Moreover, the instructor offers specific online office hours to assist students via weekly Zoom group meetings, phone and chat.

In all methods of instruction, students are required to access the publisher's digital book on a weekly basis to submit course work, practice their listening and verbal skills, watch and participate in the interactive lesson's tutorials, and do frequent cultural readings of the Hispanic world with streaming video and optional captioning. In addition, the robust textbook electronic format facilitates any of the distance methods of instruction: for example, Virtual and Partner Chats integrated with each lesson's grammar content, cultural readings for additional oral practice, and synchronous communication. To compensate for lack of face-to-face interaction with the instructor, numerous reference tools are provided such as the digital verb wheel, flashcards for vocabulary building, etc.

Regular and effective contact between instructor and student in the online environment is accomplished primarily through weekly discussions within the learning management system (LMS); students post to weekly prompts, and the instructor engages with students in the resulting discussion threads. Options for additional methods of contact are identical to the onsite course, including messaging via LMS, a college-adopted networking app (such as Pronto), email, live video conferencing, and/or telephone. Student-to-student contact is accomplished primarily through weekly discussions and possibly a college-adopted networking app. All paper and oral assignments are identical to those in an onsite class, except that they are submitted within the LMS and Portales, the publisher's platform. Likewise, quizzes and exams are also delivered within the LMS and Portales. The instructor is responsible for providing regular written and/or verbal feedback in online discussion forums and assignments, with corrections to pronunciation and grammar inconsistencies on submitted recordings. The instructor provides feedback on student work via online methods such as rubrics, comment spaces, private online discussion, video conferencing, or direct messaging.

### **ITV**

All assignments and tests are identical to those in a regular onsite class. Lectures and class discussions are conducted through ITV. The instructor is responsible for providing feedback through ITV class sessions, Canvas messaging, Zoom, phone conferences, and/or office hours. The instructor must provide substantive critiques of all assignments and tests, as well as some assessment of ITV class participation. Subject matter in ITV is the same as in face to face: students turn in their assignments by uploading them to the LMS course shell, submitting them to publisher's digital textbook platform, or scanning and emailing them to the instructor as attachments. During class, participants use the ITV Doc projector to share with the instructor and classmates at all sites their hand-written class assignments for identifying grammar mistakes and for further discussion.

### **Online**

All assignments and tests are identical to those in an onsite class except that they are submitted within the college's LMS course site and the publisher's course platform. Cultural and grammar discussions are conducted through discussion forums within the LMS. Within the discussion forums, students are also required to submit a final posting in a verbal format.

The online Canvas course site provides a robust course website, with lectures, regular announcements, discussion forums, a variety of assignments, reading logs, journals, quizzes, etc.

There is an auditory/oral component in which students listen to recordings and submit their own recording assignments within both the publisher and Canvas platforms. Students also collaborate by completing partner/group recording assignments in Spanish. These assignments compensate for an almost identical or similar interaction conducted by students during an on-ground class, where they have to complete partner/group oral assignments in Spanish. The instructor listens to and provides students with feedback on comprehension, pronunciation, grammar accuracy, and fluency. Moreover, the instructor offers weekly Zoom meetings in which lectures are reinforced with a concentration on the week's topics and how to complete certain assignments that contain more difficult-to-grasp grammar content.

The instructor is responsible for providing regular written and/or verbal feedback both in online discussion forums and assignments, with corrections to pronunciation and grammar inconsistencies on submitted recordings. This is done within the LMS grade feedback section. The instructor provides substantive feedback of all submitted material and at least general responses to discussion posts. Moreover, the instructor uses rubrics to evaluate online submissions, but these are not required. Within the textbook's platform, students are allowed to ask a question within an activity, and the instructor receives a notification. Then the instructor can provide an answer to the question.

As with any on-ground class, all instructors are guided by department rubrics for the assessment of submitted materials. The assignments and tests will reinforce the course's SLO's. Instead of onsite lectures, hybrid and online courses also use a variety of methods including but not limited to videos, interactive simulations, and written lecture notes. For example, when students watch a publisher's grammar tutorial, they are prompted with follow up questions to check their comprehension.

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact - Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Discussion Forums
- Message
- Chat/Instant Messaging

- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

**Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?**

Computer with videoconferencing capabilities built in or external headset/earbuds, microphone and web camera. These tools are necessary to complete listening, viewing and recording assignments and live sessions in online classes. They are also necessary to watch grammar tutorials, and *Cultura* clips.

Up-to-date web browser.

**Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.**

- Publisher course with learning management system interface.

**Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.**

Language classes should be taught within a small class size, but in order to facilitate instruction, especially in ITV, there should be up to 15 students in each classroom.